



HODGES ELEMENTARY

4717 Main Street
Hodges, S.C. 29653

Grades	K-5 Elementary School	
Enrollment	246 Students	
Principal	Roger Richburg	864-374-5000
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Good
2008	Below Average	Good
2007	Below Average	Good
2006	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

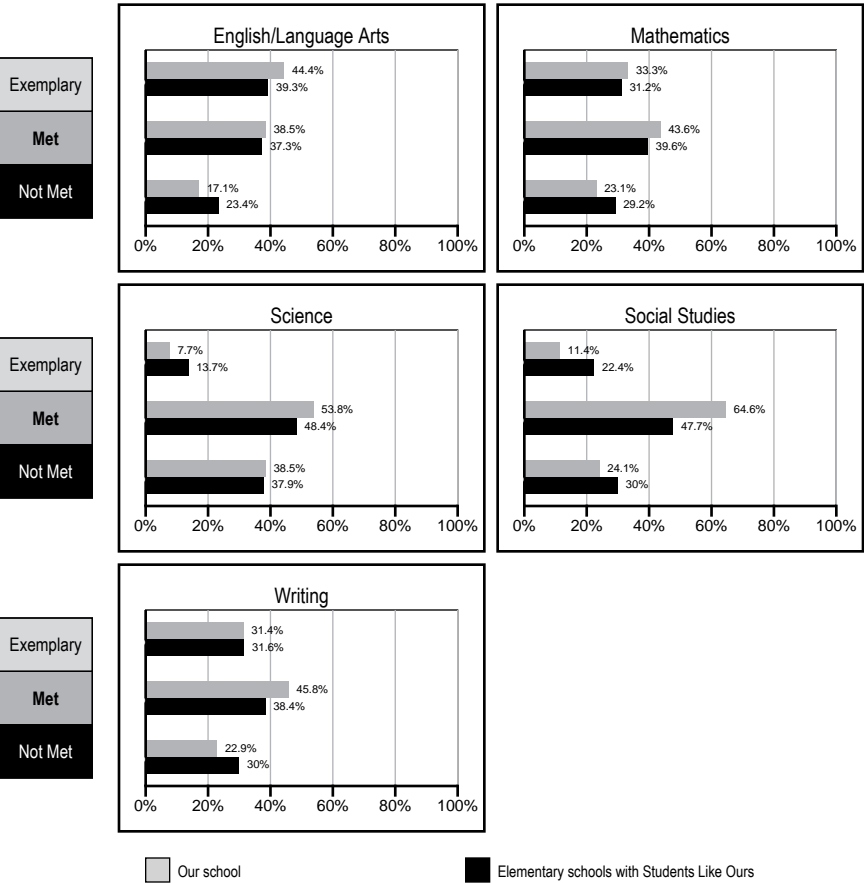
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	23	90	5	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=246)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 0.7%	1.2%	1.2%
Attendance rate	95.6%	Down from 96.1%	95.9%	96.1%
Eligible for gifted and talented	12.8%	Up from 7.3%	11.1%	11.7%
With disabilities other than speech	7.8%	Down from 10.5%	8.8%	8.0%
Older than usual for grade	0.0%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	44.4%	Up from 39.1%	60.8%	60.5%
Continuing contract teachers	94.4%	Up from 82.6%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.5%	Down from 92.1%	88.8%	87.0%
Teacher attendance rate	94.1%	Down from 95.5%	95.1%	95.4%
Average teacher salary*	\$48,813	Down 1.2%	\$47,190	\$47,288
Professional development days/teacher	13.7 days	Up from 12.2 days	10.7 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 17.6 to 1	19.1 to 1	19.2 to 1
Prime instructional time	88.8%	Down from 91.2%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,281	Up 18.7%	\$7,537	\$7,548
Percent of expenditures for instruction**	64.2%	No Change	67.6%	68.7%
Percent of expenditures for teacher salaries**	62.8%	Up from 61.0%	64.2%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Hodges Elementary School is to provide all students with a quality education that promotes responsible life-long learning to become self-reliant citizens. We have worked to accomplish this mission during the 2009-2010 school year.

Teachers participated in various professional development activities this past year. Monthly technology workshops provided training in updating web pages and designing engaging lessons. SMART Boards were purchased by our PTO and the Hodges Town Council in the past and we purchased I-Clickers for every classroom this year to increase student participation. We are still in the process of fully updating our computers in the lab and the classroom.

The continuation of our Balanced Literacy Initiative has provided students with individual instruction in reading and writing. Math instruction in our Larson's Math Computer Lab has provided students additional opportunities to remediate and accelerate their math skills. Early literacy intervention programs such as Reading Recovery in first grade and Response to Intervention strategies at all grade levels has provided students with additional reading strategies to help them become more proficient and skillful readers.

Activities this past year included The Soaring Eagles Drill Team, Grandparent's Day, MAP celebrations, Book Club, test talks, fall conference nights, PTO meetings and "In the Spotlight" performances by our students and Drill Team. We also held our first "Hodges Has Talent" performance. Students, parents, teachers and community members raised funds for the United Way, Relay for Life, March of Dimes and various PTO fund raising activities. Hodges Elementary exceeded its goals during all campaigns.

At Hodges Elementary-a Silver Award Winning School-our teachers, staff, administrators, parents, students and community share in the responsibility of providing a supportive learning environment. Character is taught daily! We believe it is essential for students to reach their full potential as we continue to strive for excellence.

Roger Richburg, Principal

Mark Stevens, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	35	39
Percent satisfied with learning environment	100.0%	97.1%	89.5%
Percent satisfied with social and physical environment	100.0%	94.3%	89.7%
Percent satisfied with school-home relations	95.2%	80.0%	87.2%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	120	100	17.1	38.5	44.4	90.6	82.5	83.5	Yes	Yes
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Gender

Male	61	100	16.9	39	44.1	93.2	80.1	80.1	N/A	N/A
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Female	59	100	17.2	37.9	44.8	87.9	85.2	87	N/A	N/A
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Racial/Ethnic Group

White	70	100	8.7	42	49.3	95.7	92.1	89.6	Yes	Yes
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African American	47	100	26.1	34.8	39.1	84.8	73.4	74.6	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	98.1	92.7	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.8	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
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Disability Status

Disabled	16	100	50	43.8	6.3	56.3	54.1	51.7	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	73	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	71	100	25	39.7	35.3	85.3	75.6	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	120	100	23.1	43.6	33.3	87.2	79.5	80.4	Yes	Yes
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Gender

Male	61	100	22	42.4	35.6	93.2	79.2	78.4	N/A	N/A
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Female	59	100	24.1	44.8	31	81	79.8	82.5	N/A	N/A
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Racial/Ethnic Group

White	70	100	18.8	40.6	40.6	91.3	90.6	87.8	Yes	Yes
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African American	47	100	28.3	47.8	23.9	82.6	67.5	69.3	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	74.2	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
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Disability Status

Disabled	16	100	62.5	31.3	6.3	50	44.9	46.1	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.9	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	71	100	30.9	44.1	25	82.4	71.6	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	81	100	39.2	53.2	7.6	60.8	60.9	67.3
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Gender

Male	38	100	33.3	58.3	8.3	66.7	60.9	66.9
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Female	43	100	44.2	48.8	7	55.8	60.8	67.7
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Racial/Ethnic Group

White	47	100	30.4	58.7	10.9	69.6	79.1	79.6
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African American	32	100	48.4	48.4	3.2	51.6	44.7	49.7
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.2	84.4
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	42.6	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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Disability Status

Disabled	12	100	N/A	N/A	N/A	33.3	27.4	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	42.9	58.6
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Socio-Economic Status

Subsidized meals	50	100	47.9	45.8	6.3	52.1	47.2	55.4
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Social Studies

All Students	81	100	24.1	64.6	11.4	75.9	68	70.9
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Gender

Male	48	100	19.6	65.2	15.2	80.4	68.7	70.1
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Female	33	100	30.3	63.6	6.1	69.7	67.2	71.7
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Racial/Ethnic Group

White	49	100	18.8	70.8	10.4	81.3	80.9	79.2
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African American	31	100	30	56.7	13.3	70	54.1	58.4
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.7	86.8
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	58	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	11	100	N/A	N/A	N/A	54.5	36.3	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.8	68
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Socio-Economic Status

Subsidized meals	45	100	34.9	55.8	9.3	65.1	56.4	60.8
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Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	122	98.4	22	45.8	32.2	78	68	72.1	95.6	95.8
Gender										
Male	62	96.8	23.7	44.1	32.2	76.3	61.8	65.2	95.6	95.7
Female	60	100	20.3	47.5	32.2	79.7	74.7	79.2	95.6	96
Racial/Ethnic Group										
White	72	98.6	11.4	54.3	34.3	88.6	81.3	80.8	95.2	95.9
African American	47	97.9	34.8	34.8	30.4	65.2	55	59.7	96.3	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.2	87	N/A	97.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	56.5	64.6	93.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	91.1
Disability Status										
Disabled	15	100	N/AV	N/AV	N/AV	46.7	24.6	27.7	95.2	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	95.1
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	56.8	63.7	93.2	96.1
Socio-Economic Status										
Subsidized meals	74	98.7	32.4	45.1	22.5	67.6	57	61.9	95.1	95.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	49	100	34	44.7	21.3	66
	4	48	100	24.4	40	35.6	75.6
	5	47	100	21.7	54.3	23.9	78.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	41	100	7.5	37.5	55	92.5
	4	42	100	22.5	42.5	35	77.5
	5	37	100	21.6	35.1	43.2	78.4
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	49	100	48.9	34	17	51.1
	4	48	100	20	53.3	26.7	80
	5	47	100	28.3	50	21.7	71.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	41	100	25	32.5	42.5	75
	4	42	100	17.5	57.5	25	82.5
	5	37	100	27	40.5	32.4	73
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	25	100	43.5	47.8	8.7	56.5
	4	48	100	26.7	64.4	8.9	73.3
	5	23	100	43.5	47.8	8.7	56.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	20	100	55	30	15	45
	4	42	100	35	60	5	65
	5	19	100	31.6	63.2	5.3	68.4
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	24	100	50	41.7	8.3	50
	4	48	100	15.6	77.8	6.7	84.4
	5	24	100	30.4	60.9	8.7	69.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	21	100	23.8	61.9	14.3	76.2
	4	42	100	22.5	72.5	5	77.5
	5	18	100	27.8	50	22.2	72.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	50	100	45.8	25	29.2	54.2
	4	48	100	30.4	43.5	26.1	69.6
	5	48	100	31.9	51.1	17	68.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	40	100	20	50	30	80
	4	43	95.4	25.6	38.5	35.9	74.4
	5	39	100	20.5	48.7	30.8	79.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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